Freshman Summer Reading Assignment

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In an effort to prepare our upcoming Freshman class for the rigor and demand of their first year at ECE, students will have assigned reading over the summer. Students will be required to read a novel and keep a typed reading log with questions and reactions to the text. Students will be tested on the book within the first few days of school.

**Required Novel Assignment**

Assigned novel: *The House on Mango Street* by Sandra Cisernos

* Copies of this book are available for students to check out at ECE. Students can check them out at ECE any Monday-Thursday between 7:00 AM and 5:00 PM. Students may check out a copy of the novel with the understanding that they will be responsible and return the book in the condition it was given to them.

Assignment: Typed Reading Log (templates and samples can be found on the English I website ecerwws.wikispaces.com, go to the “Summer Assignments” tab on the left hand side.)

The purpose of the reading log is for you to document your interactions with the text. You can make different types of interactions including, but not limited to, asking questions to further clarify what is happening at a certain point, as well as making connections between the text and other things (other books, world events, and your personal life). These connections don't have to be overt or literal, but can be made on small things that spark a connection in your mind between the text and these other elements; however, these connections should not be shallow and surface level, but ask you to make a meaningful connection with the text. A brief explanation of the various types of connections is listed below.

Types of connections appropriate: (Connections should be made in complete sentences, including well thought out and articulated examples).

* Text- to- Text connection between this text (book) and another text (another book, poem, short story, something you have read....)
* Text- to- Self connection between this text (book) and yourself (something that has happened to you personally)
* Text- to- World connection between this text (book) and something that has happened in real life- in the world (politics, etc)

**A good reading log will be a combination of the various types of entries (some questions, some text- to- text connections, some text- to- self connections, and some text- to- world examples). Specific instructions for this assignment can be found on the back of this sheet.**

Summer Reading Log

Instructions: As you read, you will need to make entries in a reading log to document your engagement with the text. You will need to document your page number, the passage/ incident, and then your reactions to it. You are required to do 25 entries in your log.

The format that we will use is a double-entry format. In the left hand column, you will write a direct quotation from the text and the page that you found it on **or** a summary of an event if you are reacting to a whole event (spanning several paragraphs or pages). In the right hand column, you will write your connection/ interpretation of the event (either on a personal level, or relating it to another book or a real-world event) or your questions for further clarification. Make sure that your connections are well thought out and explained in your log. Surface level entries (entries where you don’t get very in-depth and only write a sentence or two) will not receive credit. *Complete your chart in complete sentences.*

A sample chart is below: (The following entries come from the novel *City of Bones*, by Cassandra Clare)

|  |  |
| --- | --- |
| **Entry 1: Direct Quote**  *“Fifteen year old Clary Fray, standing in line with her best friend, Simon, leaned forward along with everyone else, hoping for some excitement.”*  *(1)* | **Connection to World**    I see this same sort of thing happening all the time. People are naturally curious and have a tendency to flock towards any little bit of an excitement. When someone at school gets in trouble, all of the other students are automatically tuned in to the conversation to hear what is going on. When there is an accident on the side of the road, everyone slows down and stares at the accident to see what happened. The teens in line here are tuning into the conversation between this kid and the bouncer, trying to figure out why the bouncer would have not let the kid in. |
| **Entry 2: Event Summary**  In the first couple of pages of the book, Cassandra Clare describes a boy who had some difficulty getting into the club but managed to talk his way in. The writing later flashes to the character inside and is describing things from his perspective. At one point, the book says “Not that humans don’t have their uses.” (Pg 1-3) | **Questions/Clarification**  If this character is referring to other people as “humans,” then what is he? He looks like a human from Clare’s description of him. How important is this character? What kind of trouble is going to result because of him? I am getting the feeling that he is going to cause some sort of trouble because of the way that Clare is describing him and leaving some details out- like what exactly he is, why he brought a blade into the club, etc. |